DOCUMENT RESUME

ED 371 079 UD 029 916

| | |
|---|---|
| AUTHOR | Bruno, Paula |
| TITLE | Integrated Diverse Enrichment for Academic Learning (Project IDEAL). Final Evaluation Report 1992-93. OREA Report. |
| INSTITUTION | New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment. |
| PUB DATE | 93 |
| CONTRACT | T003A20081 |
| NOTE | 51p. |
| AVAILABLE FROM | Office of Educational Research, Board of Education of the City of New York, 110 Livingston Street, Room 732, Brooklyn, NY 11201. |
| PUB TYPE | Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160) |
| EDRS PRICE | MF01/PC03 Plus Postage. |
| DESCRIPTORS | Citizenship Education; Cultural Awareness; Dropout Prevention; *English (Second Language); High Schools; High School Students; *Limited English Speaking; Mathematics Instruction; Native Language Instruction; Parent Participation; Program Evaluation; Science Instruction; Social Studies; Staff Development; *Urban Schools |
| IDENTIFIERS | New York City Board of Education; Project IDEAL NY |

ABSTRACT

Integrated Diverse Enrichment for Academic Learning (Project IDEAL) was an Elementary and Secondary Education Act Title VII-funded project in its first year of operation at Walton High School in the Bronx (New York). Project IDEAL served 192 students of limited English proficiency in 1992-93 with instruction in English as a second language (ESL), native language arts (NLA), and the content areas of mathematics, science, and social studies. Teachers had the opportunity to attend staff development meetings and were eligible for tuition reimbursement for college courses. A Parent Advisory Committee was established and efforts were made to encourage parent participation. The program met most of its objectives, particularly for ESL, NLA, American culture and citizenship, dropout prevention, student attitudes, career advice, and parent involvement, but it did not always meet its mathematics, social studies, and science objectives. Recommendations include using a measure of Spanish language proficiency, exploring techniques to increase mathematics and social studies skills, interesting more students in field trips, and stressing teacher acquisition of knowledge about student needs and problems. Nine tables present evaluation findings. Appendixes include some student poems, a list of instructional materials, a schedule, and the Likert scales used in the evaluation. (SLD)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

UD

# Integrated Diverse Enrichment For Academic Learning
# (Project IDEAL)
# Transitional Bilingual Education Grant T003A20081
# FINAL EVALUATION REPORT
# 1992-93

Ms. Julia Sanchez, Project Director
Office of High School
Bilingual/E.S.L. Programs
1171 65th Street, Room 505
Brooklyn, NY 11219
(718) 236-3310

# NEW YORK CITY BOARD OF EDUCATION

**Carol A. Gresser**
*President*

**Irene H. Impellizzeri**
*Vice President*

**Victor Gotbaum**
**Michael J. Petrides**
**Luis O. Reyes**
**Ninfa Segarra-Vélez**
**Dennis M. Walcott**
*Members*

**Andrea Schlesinger**
*Student Advisory Member*

**Ramon C. Cortines**
*Chancellor*

9/13/93

It is the policy of the New York City Board of Education not to discriminate on the basis of race, color, creed, religion, national origin, age, handicapping condition, marital status, sexual orientation, or sex in its educational programs, activities, and employment policies, and to maintain an environment free of sexual harassment, as required by law. Inquiries regarding compliance with appropriate laws may be directed to Mercedes A. Nesfield, Director, Office of Equal Opportunity, 110 Livingston Street, Room 601, Brooklyn, New York 11201, Telephone: (718) 935-3320.



BEST COPY AVAILABLE

# EXECUTIVE SUMMARY

Integrated Diverse Enrichment For Academic Learning (Project IDEAL) was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project in its first year of operation at Walton High School in the Bronx. Project IDEAL served a total of 192 students of limited English proficiency (LEP). Participating students received instruction in English as a second language (E.S.L.); native language arts (N.L.A.); and the content areas of mathematics, science, and social studies. Participants took classes in art, music, and physical education in the mainstream.

Teachers of participating students had the opportunity to attend monthly faculty and staff development meetings. The project also reimbursed tuition for staff members taking courses at the college level.

Project IDEAL sought to establish an active parental component. Parents were extended invitations to school activities as well as to special events. Some parents became members of the Parents' Advisory Council, which met on a regular basis.

Project IDEAL met its objectives in E.S.L, N.L.A., American culture and citizenship, dropout prevention, attendance, attitude toward school, advisement, career options, and parental involvement. The project partially met its content area objective, failing to meet it in mathematics both semesters and social studies in the spring; it met the objective for science in both semesters. The project failed to meet objectives for cultural pride, college course enrollment, and staff awareness of pupil needs and problems.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Use El Examen de Lectura en Español (ELE) to measure the growth of Spanish-language proficiency.
- Explore additional techniques to increase students' acquisition of skills in mathematics and social studies, possibly by offering peer tutoring or other additional assistance during study halls or outside school hours.
- Interest a greater number of students in attending field trips.
- Stress the acquisition of knowledge about student needs and problems in staff development workshops.

ACKNOWLEDGEMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Educational Research. Thanks are due to Paula Bruno for collecting the data and writing the report.

Additional copies of this report are available from:

Dr. Tomi Deutsch Berney
Office of Educational Research
Board of Education of the City of New York
110 Livingston Street, Room 732
Brooklyn, NY 11201
(718) 935-3790 FAX (718) 935-5490

TABLE OF CONTENTS


| | | PAGE |
|---|---|---|
| I. | INTRODUCTION | 1 |
| | Project Context | 1 |
| | Students' Characteristics | 2 |
| | Project Objectives | 4 |
| | Project Implementation | 5 |
| | Parent and Community Involvement Activities | 12 |
| II. | EVALUATION METHODOLOGY | 13 |
| | Evaluation Design | 13 |
| | Instruments of Measurement | 13 |
| | Data Collection | 15 |
| III. | FINDINGS | 17 |
| | Participants' Educational Progress | 17 |
| | Former Participants' Academic Progress in English Language Classrooms | 23 |
| | Overall Educational Progress Achieved Through Project | 23 |
| | Case History | 28 |
| | Staff Development Outcomes | 29 |
| | Curriculum Development Outcomes | 30 |
| | Parental Involvement Outcomes | 30 |
| IV. | SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS | 31 |
| | Achievement of Objectives | 31 |
| | Most and Least Effective Components | 32 |
| | Recommendations to Enhance Project Effectiveness | 33 |
| APPENDIX A | Student Poems | 34 |
| APPENDIX B | Instructional Materials | 36 |
| APPENDIX C | Schedule of Instruction | 39 |
| APPENDIX D | Likert Scales | 40 |

LIST OF TABLES


| | | PAGE |
|---|---|---|
| TABLE 1 | Number of Students in Project IDEAL, by Grade | 2 |
| TABLE 2 | Students' Countries of Origin | 3 |
| TABLE 3 | Students at Each E.S.L. Level | 6 |
| TABLE 4 | Students at Each N.L.A. Level | 6 |
| TABLE 5 | Title VII Project Staff Qualifications | 9 |
| TABLE 6 | Other Staff Serving Project Students | 10 |
| TABLE 7 | Pretest/Posttest N.C.E. Differences on the Language Assessment Battery, by Grade | 19 |
| TABLE 8 | Passing Grades in Native Language Arts, by Grade | 20 |
| TABLE 9 | Passing Grades in Content Area Courses | 23 |

# I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded project, Integrated Diverse Enrichment For Academic Learning (Project IDEAL).

## PROJECT CONTEXT

Walton High School is located in the northwest Bronx. The population of the surrounding community is European-American, Latino, and African-American in a mix of socioeconomic levels. The neighborhood is one with a strong sense of community in which many residents have spent their entire lives.

Walton High School is a non-zone academic high school, drawing students from other areas of the city as well as from the surrounding community. Of the 2,663 students who were registered in the high school, 56.6 percent (1,507) were Latino, 36.8 percent (980) were African-American, 6.2 percent (165) were Asian-American, and 0.4 percent (11) were European-American. Of these students, 20.8 percent (553) were of limited English proficiency (LEP). Approximately 63 percent (1,678) came from low-income families.

Walton High School was constructed in 1932. The interior and exterior of the building were in good condition. Classrooms were well-lit, lively, and bright. Halls were noisy and crowded between classes. Attractive teacher- and student-prepared displays were prominent around the building. Computers were available to and used by the students.

## STUDENT CHARACTERISTICS

Project IDEAL served 192 Spanish-speaking LEP students in ninth through twelfth grades. (See Table 1.)

TABLE 1

Number of Students in Project IDEAL, by Grade

| Site | 9 | 10 | 11 | 12 | Total |
|---|---|---|---|---|---|
| Walton High School | 109 | 42 | 25 | 16 | 192 |

Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP status. Other considerations for project eligibility were willingness to participate, as determined by personal interviews with a guidance counselor and resource teacher, and letters of recommendation from teachers. Male students numbered 87 (45.3 percent) and female 105 (54.7 percent). All students had Spanish as their native language. Most of the participants (72.9 percent) were born in the Dominican Republic. (For countries of origin, see Table 2.) All participating students came from low-income families and were eligible for the free-lunch program.

TABLE 2

Students' Countries of Origin

| Country | Number of Students |
|---|---|
| Dominican Republic | 140 |
| Puerto Rico | 19 |
| Ecuador | 7 |
| Mexico | 7 |
| United States | 7 |
| Honduras | 5 |
| Colombia | 2 |
| Bolivia | 1 |
| Chile | 1 |
| Panama | 1 |
| Peru | 1 |
| Venezuela | 1 |
| Total | 192 |

Needs Assessment

Before undertaking the project, Walton High School conducted an exhaustive needs assessment of the targeted students and their families as well as of the educational staff who were to serve them. The data obtained from these studies indicated four primary needs: (1) to provide LEP students with intensive English and native language instruction and support services to improve their school performance; (2) to provide students with adequate career orientation and the

acquisition of pre-occupational skills; (3) to provide parents of participants with English as a second language (E.S.L.) courses and workshops to familiarize them with the New York City educational system and project goals; and (4) to develop bilingual curriculum materials in Spanish and English.

## PROJECT OBJECTIVES

### Student Objectives

- Target students will demonstrate an appropriate increase in English language proficiency as indicated at the .05 level of statistical significance.
- Seventy-five percent of the Spanish-dominant participants will demonstrate a significant increase in Spanish language achievement as indicated at the .05 level of statistical significance.
- At least seventy percent of all targeted students will score at or above passing criterion of 65 in the content area subjects.
- The project will organize two field trips to historic museums, United Nations, White House, etc. to increase students' familiarity with American culture and citizenship.
- Seventy-five percent of the targeted students will demonstrate an improved attitude toward their cultural heritage by attending at least one cultural activity or field trip.
- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.
- By June 1993, the dropout rate of the project students will be decreased. Program students will have a lower dropout rate than that of non-program students.
- Seventy-five percent of the students will participate in cultural events and will show an improvement in attitude toward school as indicated by results on a 5-point scale.

- All graduating students will meet with the bilingual career specialists during the school year.
- The program will organize at least one conference for students in which representatives of business and industry will present information on career options and skills requirements.

Staff Development

- Ninety percent of program staff members will enroll in at least one college/university course each semester.
- Eighty percent of the staff in the program will demonstrate an increase in awareness of pupil needs and problems as indicated by a 5-point scale.

Parental Involvement

- As a result of participating in the program, the proportion of students' parents who participate in open school day/evening will be equal to or greater than the proportion of mainstream students' parents.

## PROJECT IMPLEMENTATION

During the 1992-93 school year, Project IDEAL provided instructional and support services to 192 Spanish-speaking students and their families. The project's main goal was to promote LEP students' acquisition of language and content area skills. The project also provided career development, pre-occupational training, and support services to participants.

Project IDEAL offered E.S.L. instruction at three levels- beginning, intermediate, and transitional. See Table 3 for the number of students enrolled at each level and the periods per week instruction was offered.

TABLE 3

Students at Each E.S.L. Level

| Proficiency Level | Number of Students | Periods per Week |
|---|---|---|
| Beginning | 67 | 15 |
| Intermediate | 118 | 10 |
| Transitional | 7 | 5 |

The project offered N.L.A. instruction at literacy to advanced placement levels. (See Table 4 for enrollment and periods per week at each level.)

TABLE 4

Students at Each N.L.A. Level

| Proficiency Level | Number of Students | Periods per Week |
|---|---|---|
| Literacy | 8 | 5 |
| Beginning | 57 | 5 |
| Intermediate | 96 | 5 |
| Advanced | 21 | 5 |
| Advanced Placement | 10 | 5 |

All content area subjects were taught for five periods per week. The language of instruction varied. Fundamental mathematics 1 and 2, pre-algebra, general science, global history 1 and 2, and biology were taught in Spanish approximately 80 percent of the time and in English for the remaining 20 percent. Algebra and

The Regents Competency Test (R.C.T.) course in science were taught in English approximately 50 percent of the time and in English supplemented with Spanish for the remaining time. A Spanish-speaking paraprofessional assisted students in selected mathematics classes.

Project IDEAL offered in-service staff development and parental involvement activities. The project also provided reimbursement to staff for college credits.

Materials, Methods, and Techniques

The project stressed bilingual instructional methodologies in the content areas (subject material was presented first in the native language and then repeated in English). This enabled students to acquire concepts and practice emerging skills in the native language and, as the year progressed, teachers made the transition to greater use of English in instruction through E.S.L. methodologies.

Teachers of participating students used a wide array of strategies and techniques. These included cooperative learning; teacher-directed, individually paced instruction; and research projects. Project staff used pictures, tape recorders, and computer software packages to develop students' skills in listening, speaking, reading, and writing.

Project IDEAL sponsored two schoolwide competitions: a Spanish spelling bee and an art contest. The art contest had three themes: Latinos in the United States, the encounter between two cultures, and an open (free-choice) category. The project encouraged student involvement in the community; several students participated in the citywide "Walk Against Violence."

A key element of Project IDEAL was its resource center. The resource room provided a relaxed environment for students and staff and provided tutoring, reference books and materials, and a computer. Students used the computer not only to improve basic skills but as a creative tool to write poetry and short stories. (See Appendix A for selected student poems.) The project incorporated a strong multicultural component into the curriculum in order to foster knowledge of and appreciation for the different cultures represented by participants.

For a list of instructional materials used in the project, please see Appendix B.

Capacity Building

Title VII funding will decrease 10 percent a year for the life of the project, and Walton High School will gradually absorb the cost of materials, supplies, and staff at a corresponding rate. When Title VII funding ends, Walton High School plans to assume the full cost of programming of Project IDEAL.

Staff Qualifications

Title VII staff. Title VII funded a full-time educational assistant and a part-time project director. The full-time resource teacher was funded in part by Title VII and the remainder by tax-levy. For a description of staff's degrees, certifications, and language proficiencies (teaching or communicative*) see Table 5.

---

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

TABLE 5

Title VII Project Staff Qualifications

| Position Title | Degree(s) | Certificate(s)/Licenses | Language Competence |
|---|---|---|---|
| Project Director | M.A. | Professional Diploma in School Administration Foreign Language Assistant Principal | Spanish (TP) |
| Resource Teacher | M.A. | Spanish Auxiliary E.S.L. | Spanish (TP) |
| Educational Assistant | H.S. | ------- | Spanish |

The project director's responsibilities included the supervision and coordination of activities, staff selection and training, and the provision of evaluation data. The director had more than 20 years' experience working with LEP students.

The resource teacher's responsibilities were to enhance learning experiences for students and teachers, plan activities for participants and their parents, and provide information for the smooth implementation of the project.

The educational assistant helped tutor students in problem areas, assisted teachers in the classroom, and helped students in the resource center.

Other staff. Tax-levy funds paid the salaries of the 19 classroom teachers, 2 paraprofessionals, 1 guidance counselor, and 1 assistant principal who provided instructional services to project students. For degrees, certifications, and language proficiencies, see Table 6.

TABLE 6

Other Staff Serving Project Students

| Position Title | Degree(s) | Certificate(s)/Licenses | Language Competence |
|---|---|---|---|
| 19 Teachers<br>1 Guidance Counselor<br>1 Assistant Principal<br>2 Paraprofessionals | 11 M.A.<br>1 M.S.<br>9 B.A.<br>2 A.S. | 8 E.S.L<br>3 Spanish<br>4 English<br>2 Mathematics<br>1 Social Studies<br>2 Reading<br>1 Bilingual Education | 8 Spanish (TP)<br>2 French (TP) |

Most of the teachers had experience teaching LEP students. All teachers held high school certification in the subject area they taught, except for one teacher certified to teach social studies, who taught E.S.L.

Staff Development

The resource teacher and two other teachers received tuition assistance toward college courses in E.S.L., Latino literature, and teaching methods and strategies. Teachers of Project IDEAL students participated in a series of monthly staff meetings sponsored by the foreign language department at Walton High School. The site also offered workshops that focused on E.S.L., curriculum development, the link between schools and industry, counseling, conflict resolution, and college and career opportunities for students.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Students had a mean of 6.8 years (s.d.=2.2) of education in a non-English-speaking school system and 2.9 years (s.d.=1.9) of education in the United States. The median time students participated in Project IDEAL was 7 months.

Activities to Improve Pre-referral Evaluation Procedures for Exceptional Children

Teachers referred those students thought to be in need of special education services to the School-Based Support Team (S.B.S.T.) for evaluation. Three members of the S.B.S.T. were bilingual in Spanish.

Gifted and talented students were identified by teacher judgment and course grades. These students were referred to college and career advisors for information on educational and job-related issues. The resource teacher suggested enrichment activities in which they might engage.

Instructional Services for Students with Special Needs

The project offered tutoring assistance during school and after school hours for students having difficulty in classes. Books, tape recorders, computers, and software packages for English, mathematics, and word processing were available for student use. Project staff offered enriching activities which would allow gifted and talented students to progress at their own pace. Such students became involved in other school programs, such as College Found, peer tutoring (including a pre-teaching program to augment their abilities), and an enrichment program called P.M. School.

## PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Project IDEAL sponsored a variety of activities which were designed to motivate parents to participate in the education of their children. Project staff informed parents of their child's progress in school and arranged parent-teacher conferences. Staff members also acted as translators for parents so that they might communicate more easily with school staff. Parents received invitations to all school activities as well as to all special school events. An adult E.S.L. class was offered in the spring, and some parents became members of the Parents' Advisory Council (PAC).

## II. EVALUATION METHODOLOGY

### EVALUATION DESIGN

#### Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty of finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

#### Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no posttest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess growth in English skills among students similar to those served by Project IDEAL.

### INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective. The N.L.A. objective and the content area objective in mathematics,

science, and social studies was assessed through course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To demonstrate reliability, KR20 coefficients and standard errors of measurement are reported by grade and form for each subtest and total test. Grade reliability coefficients based on LEP students on the English version ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess the improvement in project students' attitude towards school, OREA developed a Likert-type questionnaire which project personnel administered to all participating students. (See Appendix D.)

OREA developed and distributed a questionnaire for teachers to rate the contribution of staff development activities to their growth in awareness of the LEP pupils problems and needs. (See Appendix D.)

## DATA COLLECTION

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

### Proper administration of instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines in the manuals accompanying standardized tests. Time limits for students were adhered to; directions were given exactly as presented in the manual.

### Testing at 12-month intervals

Standardized tests were given at 12-month intervals, following published norming dates.

### Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA.

Data collectors, processors, and analysts were unbiased, with no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected by chance variation alone.

The only possible threat to validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the norming group should not affect the existence of gains.

## III. FINDINGS

### PARTICIPANTS' EDUCATIONAL PROGRESS

Project IDEAL carried out all instructional activities specified in its original design.

#### Participants' Progress in English

Throughout the school year, students had ample opportunity to develop their English language skills.

An OREA evaluator observed an intermediate level E.S.L. class of 18 students. All communication was in English. The class began with a written assignment from the text, *English For A Changing World*. Students worked diligently and quietly at their desks for about 15 minutes. The lesson was on using "if" clauses. Discussion centered on sports, possible and contrary-to-fact situations, and feelings. Interaction was mostly teacher-directed; however, there was some cooperative learning. The teacher randomly selected students to read from the text and to respond to questions. She gave positive feedback for the right answer and corrected English pronunciation as necessary.

The class proceeded with a dictation segment in which the teacher read several "if" clause sentences and then collected the dictated sentences to evaluate students' comprehension, spelling, and grammar. The last part of the class focused on a previously assigned homework composition, "Every teenager should participate in sports. Do you agree or disagree?" Students shared their opinions. Homework consisted of studying vocabulary words and writing a composition.

An OREA evaluator also observed a beginning level E.S.L. class of nine students. The teacher spoke only in English and discouraged the use of Spanish by the students. The lesson involved the use of possessive nouns and adjectives. At the beginning of the class, students received a worksheet with the names of people and several objects, as well as a series of questions. The students were to answer the questions in complete sentences, using the nouns on the worksheet. The worksheet also contained fill-in-the-blank sentences, which students completed with the appropriate possessive pronoun. The teacher provided individual assistance as students worked quietly at their desks. The class then proceeded to review the worksheet. The teacher directed the class to respond as a group and offered positive reinforcement and praise for correct answers. Students had a chance to practice asking and answering questions in English about what belongs to whom. The class ended with a short segment on identifying animals. Employing visual aids, students had to identify animals, responding in complete sentences.

The evaluation objective for English as a second language was:

- Target students will demonstrate an appropriate increase in English language proficiency as indicated at the .05 level of statistical significance.

There were complete pre- and posttest scores on the LAB for 130 students in grades nine through twelve. (See Table 7.) The mean gain of 6.4 N.C.E.s (s.d.=9.3) was statistically significant ($p<.05$).

The project met its objective for E.S.L.

TABLE 7

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Grade

| Grade Level | Total number of project students | Number of students for whom data were available | Pretest | | Posttest | | Difference | | *t* value |
|---|---|---|---|---|---|---|---|---|---|
| | | | Mean | S.D. | Mean | S.D. | Mean | S.D. | |
| 9 | 109 | 74 | 7.0 | 8.8 | 14.8 | 13.9 | 7.8 | 9.6 | 6.95* |
| 10 | 42 | 28 | 11.3 | 11.2 | 16.6 | 13.2 | 5.3 | 9.7 | 2.92* |
| 11 | 25 | 18 | 16.1 | 12.2 | 19.6 | 14.9 | 3.5 | 8.3 | 1.79 |
| 12 | 16 | 10 | 9.4 | 9.4 | 14.4 | 11.0 | 5.0 | 6.5 | 2.45* |
| Total | 192 | 130 | 934 | 10.3 | 15.8 | 13.6 | 6.4 | 9.3 | 7.90* |

*$p < .05$

- Students in all grades except eleventh had significant gains from pretest to posttest.

Participants' Progress in Native Language Arts

Approximately 20 percent of project students lacked literacy skills in their native language at the beginning of the year and were placed in literacy or beginning level N.L.A. classes. Peer tutoring by advanced placement N.L.A. students was one of the more successful instructional strategies employed by the project.

The evaluation objective for N.L.A. was:

- Seventy-five percent of the Spanish-dominant participants will demonstrate a significant increase in Spanish language achievement as indicated at the .05 level of statistical significance.

El Examen de Lectura en Español (ELE), the standardized test that is meant for measurement in this area, however, was not administered. Final course grades were used instead to evaluate the N.L.A. objective. Over 78 percent of the students passed their Spanish N.L.A. courses each semester (see Table 8).

The project met its objective for N.L.A.

TABLE 8

Passing Grades in Native Language Arts, by Grade

| Grade Level | Fall | | Spring | |
|---|---|---|---|---|
| | Number Enrolled | Percent Passing | Number Enrolled | Percent Passing |
| 9 | 95 | 81.1 | 95 | 78.9 |
| 10 | 39 | 71.8 | 37 | 89.2 |
| 11 | 24 | 79.2 | 23 | 87.0 |
| 12 | 12 | 83.3 | 16 | 87.5 |
| Total | 170 | 78.8 | 171 | 83.0 |

LEP Participants' Academic Achievement

Teachers taught their content area classes in Spanish at the beginning of the year and gradually made a transition to English with an E.S.L. methodology. They used a wide variety of strategies and techniques, including teacher-directed and individually paced instruction, research projects, and cooperative learning. Teachers and project staff used computer software to sharpen students' skills particularly in mathematics.

An OREA evaluator observed a ninth grade global history class of 21 students. The room contained maps, posters, and magazine photographs of many countries. The class was conducted completely in Spanish, although the teacher had written vocabulary words on the blackboard in English. The lesson was about India, and the class began with a written assignment from the text. Students worked at their desks while the teacher walked around the room providing individual assistance.

The remainder of the class was completely teacher-directed and centered on the question, "Did the Muslim presence change the face of South Asia?" During the lecture, the teacher used visual aids to explain some of the culture of India. The students were actively involved in the lesson, asking questions and volunteering responses. Research projects and homework were significant aspects of the learning process.

An OREA evaluator observed a mainsteam tenth grade music class, approximately half of which was made up of Project IDEAL students. The class, in English, was held in a small auditorium. Students wrote in notebooks on their laps.

The lesson centered around flats and sharps and whole and partial notes. At the beginning of the class, the teacher wrote several measures on a blackboard, and students were asked to calculate the timing between two notes. Music paper was provided. Students worked at their own pace as the teacher walked around the room to provide assistance. The class then reviewed the assignment. Most students participated actively, asking questions and volunteering responses.

The content area objective was:

- At least 70 percent of all targeted students will score at or above the passing criterion of 65 in the content area subjects.

More than 70 percent of the students passed their subject area courses in science both semesters and in social studies in the fall.

Project IDEAL partially met its objective for the content area subjects, meeting it in science both semesters and social studies in the fall, but not in mathematics either semester or in social studies in the spring. (See Table 9.)

The project director plans to increase individual instruction and peer tutoring, offer a mathematics review class, and purchase tutorial software in mathematics and social studies.

TABLE 9

Passing Grades in Content Area Courses

| Subject | Fall 1992 | | Spring 1993 | |
|---|---|---|---|---|
| | Number of students for whom data were reported | Percent Passing | Number of students for whom data were reported | Percent Passing |
| Mathematics | 152 | 48.7 | 153 | 64.4 |
| Science | 102 | 79.4 | 95 | 75.8 |
| Social Studies | 150 | 86.0 | 170 | 69.4 |

- Students showed very strong improvement in mathematics from fall to spring terms.

## FORMER PARTICIPANTS' ACADEMIC PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

Since Project IDEAL was in its first year of funding, there were no former participants.

## OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

### American Culture and Citizenship

The project proposed one objective to acquaint participants with American culture and citizenship:

- The project will organize two field trips to historic museums, United Nations, White House, etc., to increase students' familiarity with American culture and citizenship.

In the spring semester, Project IDEAL students took a one-day bus trip to Washington, D.C. The field trip was designed to instill pride in and respect for

American traditions and to increase familiarity with various aspects of life in the United States. This one field trip encompassed many sites of historic and cultural interest and gave students an excellent insight into America's arts, science, and history. They visited numerous sites, including the White House, the Smithsonian Institution's Air and Space Museum, the Freer Gallery, the Lincoln Memorial, the Vietnam Memorial, Arlington National Cemetery, and the Capitol. Although the project organized only one field trip, its scope was so broad that it was at least the equivalent of a number of more local trips.

Project IDEAL met its objective for American culture and citizenship.

Cultural Pride

Multicultural education was an integral part of the curriculum. Instilling cultural pride in a student's own culture as well as imparting knowledge about the culture of others was an important component of the program.

The project proposed one objective for growth in cultural pride:

- Seventy-five percent of the targeted students will demonstrate an improved attitude toward their cultural heritage by attending at least one cultural activity or field trip.

Students participated in two field trips in the fall to enhance multicultural education and cultural pride. Approximately 25 students went to the Repertorio Español to see a performance of *Bodas de Sangre* by García Lorca, and 10 went to the Museo del Barrio to view an exhibition by Puerto Rican artists. The project plans to organize field trips that involve a greater number of students next year.

Since less than the projected 75 percent of students went on these field trips, the project did not meet its objective for cultural pride.

Grade Retention

Project IDEAL did not propose any specific objectives for grade retention. No participating students were retained in grade.

Attendance

Students' regular attendance was encouraged in a number of ways. Project staff checked the students' attendance daily, and when necessary, the resource teacher and paraprofessional held counseling sessions with students to resolve problems causing poor attendance. They also stressed the importance of attending school regularly, and students received awards for good attendance.

The project had one objective for attendance:

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.

The attendance rate for project students was 87.8 percent, based on 192 students. The schoolwide attendance rate was 76 percent, as reported by the project director. Project students' attendance was significantly higher ($p<.05$) than that of mainstream students.

The project met its attendance objective.

Dropout Prevention

Project staff were actively involved in monitoring at-risk students' attendance and performance in school. Counselors and teachers were alert to any signs of discontent and intervened in order to prevent students from dropping out. They

wrote letters and made telephone calls to parents and provided individual counseling to encourage students to stay in school.

Project IDEAL proposed the following dropout prevention objective:

- By June 1993, the dropout rate of the project students will be decreased. Program students will have a lower dropout rate than that of non-program students.

None of the project students dropped out. The project director reported that the schoolwide dropout rate was nine percent.

Project IDEAL met its objective for dropout prevention.

Attitude Toward School

Project IDEAL proposed the following objective for improving attitude toward school:

- Seventy-five percent of the students will participate in cultural events and will show an improvement in attitude toward school as indicated by results on a 5-point scale.

OREA developed and distributed student surveys in English and Spanish in order to evaluate attitude toward school. OREA received 189 completed surveys. Of these, 90.9 percent reported an improvement in their attitude towards school.

The project met its objective for improving attitude toward school.

Advisement

The evaluation objective for career advisement was:

- All graduating students will meet with the bilingual career specialists during the school year.

The project director reported that all project students, including 16 in the graduating class, met with the resource teacher at least three times during the school year.

The project met its objective for career advisement.

Career Options

Career counseling and career workshops were made available to all project students.

The career options objective was:

- The program will organize at least one conference for students in which representatives of business and industry will present information on career options and skills requirements.

The project director reported that students participated in a Walks of Life-Industry career conference. Representatives from the public and private sectors spoke with students about job opportunities and the reality of the downsizing of business and industry in the 1990s.

A schoolwide college fair was held in the spring and was attended by many eleventh and twelfth grade participating students. Staff assisted students in completing applications and financial aid forms.

The project met its objective for career options.

Placement in Gifted and Talented Programs

Project IDEAL introduced gifted and talented students to school programs such as College Found, pre-teaching, peer tutoring, and the P.M. school.

Enrollment in Post-secondary Educational Institutions

Five graduating seniors indicated that they would be enrolling in post-secondary educational institutions upon graduation. Financial difficulties and family responsibilities made it difficult for many of the students to consider any option but full-time employment after high school.

CASE HISTORY

J.J. was a 14-year-old student who arrived with her family in January 1993 from the Dominican Republic, where she had some years of formal instruction. She was recommended to the project by her E.S.L. teacher, who felt she needed extra tutoring in English. The resource teacher interviewed J.J. and found that she not only needed help in learning English, but also needed to acclimate to American culture and to overcome her shyness and increase her self-esteem. She had trouble adjusting to the enormity of the school building and the fact that students went to different classrooms for each subject. She also had difficulty dealing with the differences in climate and food.

After participating in art and essay contests and interacting with other students who faced similar problems, she overcame her shyness and began to excel in all her classes. She was no longer afraid to practice her English skills. The project's field trip to Washington, D. C. was a positive learning experience for her. J.J.'s participation in Project IDEAL was expected to continue.

## STAFF DEVELOPMENT OUTCOMES

The project proposed two staff development objectives:

- Ninety percent of program staff members will enroll in at least one college/university course each semester.

The resource teacher completed two college courses in the fall, two in the spring, and a fifth in the summer. The educational assistant, who did not enroll in any college or university course this year, planned to do so during the 1993-94 academic year. Two other staff members working with project students enrolled in a college course in the fall semester.

The project did not meet its staff development objective for enrollment in a college/university.

- Eighty percent of the staff in the program will demonstrate an increase in awareness of pupil needs and problems as indicated by a 5-point scale.

Project staff and teachers of participating students took part in a series of workshops designed to address the specific problems and needs of bilingual students.

Project IDEAL distributed an OREA-developed Likert-type questionnaire to teachers and project staff at the end of the school year and returned 21 completed questionnaires to OREA. The results of the questionnaires indicated that 64.3 percent of those surveyed had increased their awareness of pupil needs and problems.

The project did not meet its objective for staff awareness of pupil needs and problems.

## CURRICULUM DEVELOPMENT OUTCOMES

Project IDEAL proposed no curriculum development objectives for its first year. Project staff, however, completed a social studies curriculum to be used in the 1993-94 academic year.

## PARENTAL INVOLVEMENT OUTCOMES

Project IDEAL proposed one parental involvement objective:

- As a result of participating in the program, the proportion of students' parents who participate in open school day/evening will be equal to or greater than the proportion of mainstream students' parents.

The project director reported that at Walton High School, 75 percent of participating students' parents attended Open School Day/Evening as compared to 45 percent of mainstream students' parents.

The project met its objective for parental involvement.

# IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## ACHIEVEMENT OF OBJECTIVES

Project IDEAL met its objectives in E.S.L., N.L.A., American culture and citizenship, dropout prevention, attendance, attitude toward school, advisement, career options, and parental involvement. The project partially met its content area objective: it met the objective for science in both semesters and in social studies in the fall; failed to meet it in social studies in the spring and in mathematics both semesters. The project failed to meet objectives for cultural pride, college course enrollment, and staff awareness of pupil needs and problems. To meet the objective in mathematics, the project director plans to increase individualized instruction and peer tutoring. In addition, the project's staff will conduct a mathematics review class in the resource center and order tutorial computer software in mathematics and social studies.

Participating students in Project IDEAL showed academic progress: of the 192 participating students, all were promoted to the next grade. The students showed gains in English and Spanish language proficiency. More than half of the students demonstrated proficiency in the content areas, except for mathematics, in the fall semester.

Project services not only benefited the students academically but also increased their awareness of the importance of education: the attendance rate of participating students was appreciably higher and the dropout rate lower than those

of the total Walton High School population. The project director plans to organize more field trips and to increase students' participation.

Project staff and teachers attended workshops designed to increase their knowledge of bilingual education. Over half of the teachers became more aware of pupil problems and needs, although this was less than the percentage projected. Fewer staff members than expected attended graduate courses, but more planned to do so in the future.

A social studies curriculum was developed and will be implemented in the 1993-94 academic year. The project will continue to develop curricula in the content area subjects over the next two years.

More parents of participating students than of mainstream students demonstrated an interest in becoming involved in the education of their children.

## MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of Project IDEAL were the E.S.L. component, content area instruction in science, and the counseling and tutorial services provided. The IDEAL resource center was a significant part of this program; it provided students with a nurturing environment in which to learn and develop their skills. Quantitative data, reports of the evaluation consultant, and feedback from those administering the program attested to the strength shown in these areas.

Least effective components of the project were the mathematics instruction program, the motivation for students to participate in cultural field trips, and the development of a greater awareness of pupil needs and problems by the teachers.

## RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Use El Examen de Lectura en Español (ELE) to measure the growth of Spanish-language proficiency.
- Explore additional techniques to increase students' acquisition of skills in mathematics and social studies, possibly by offering peer tutoring or other additional assistance during study halls or outside school hours.
- Interest a greater number of students in attending field trips.
- Stress the acquisition of knowledge about student needs and problems in staff development workshops.

## APPENDIX A

A selection of unedited poems written on the computer by project students, offered in Spanish and English:

For I have seen the
light,
And yet beyond that
light,
A beauty has been bestowed
upon my sight,...
That beauty is you!

By E.A.

Dos flores en el agua
no se pueden maltratar,
Dos amigos que se QUIEREN...
no se pueden Olvidar,...

Two flowers in water
can not be harmed
Two friends who love each other
can not be forgotten

By J.S.

I don't want to die.
Sometimes I wish I've never been born
at all.
But I didn't asked to be born either.
People put too much presure on me,
but even if they put me in the edge of
hell
I won't back down.

By C.P.

Que? que ya llegue
como? con los pies
para? decirte la verdad
de que? de lo que pasa
con quien? contigo
porque? porque me importas
desde cuando? desde que te vi
y... quiero que reacciones
para que? para librarte
de que? de tus vicios
Cuando? cuando tu quieras
en donde? en cualquier lugar
Porque? porque me importas
y... yo te quiero ayudar.

By C.G.

What? I am here
how? by foot
for what? to tell you the truth
about? what's going on
with who? with you
why? because you matter
since when? since I saw you
and... I want you to react
for what? to free you
from what? from your bad habits
When? when you want
where? anywhere
Why? because you matter
and... I want to help you.

"EL TEMOR DE LOS HOMBRES"

Todo el mundo nace
pero nadie quiere morir,
sin saber que lo unico
seguro en esta vida
es la muerte. La muerte
triste realidad de los hombres,
de los hombres cobardes que
le temen a su misma realidad,
temor que aunque no lo quiera
nadie sera algun dia realidad.
Y tu, le tienes miedos a la muerte??

"THE FEAR OF MEN"

Everyone is born
but no one wants to die,
without knowing that the only thing
sure in life
is death. Death
is a sad reality of men,
of weak men that
fear their own reality,
fear that even if no one wants it
will someday be real.
And you, are you afraid of death??

APPENDIX B

Instructional Materials

*E.S.L.*

| Grade | Title | Author | Publisher | Date of Publication |
|---|---|---|---|---|
| 9-11 | English for a Changing World | Caroline Banks | Scott Foresman & Company | 1984 |
| 9 | Line by Line | Steven Molinsky | Prentice Hall | 1983 |
| 9 | Side by Side | S. Molinsky | Prentice Hall | 1983 |
| 9-10 | Beyond the Beginning | K. Harrison Hyzer | Prentice Hall | 1991 |
| 10 | Great American Stories | C. G. Draper | Prentice Hall | 1992 |
| 11 | Beyond Time and Space | Robert R. Putter | Global Book Co. | 1985 |
| 9 | The Whistle | * | Prentice Hall | 1985 |
| 9 | The Angry Sea | Dale & Sheeler | Prentice Hall | 1985 |

*N.L.A.*

| Grade | Title | Author | Publisher | Date of Publication |
|---|---|---|---|---|
| 9 | Noticiario, level 1,2 | Smith-Medley | Harper & Row | 1982 |
| 9-10 | De aqui y de alla | Bazán, Suarz | D.C. Heath | 1980 |
| 9-10 | Prosa de la Espana Mondema | Wasserman & Wasserman | Amsco | 1973 |
| 9-10 | Lecturas Para Hoy | Papalia y Mendoza | Amsco | 1973 |
| 9-10 | Casos y Cosas | Dominics-Cussen | Scott Foresman & Co. | * |
| 10-11 | Adventuras de Don Quijote | Alpern | Houghton Mifflin | 1935 |

* Information not submitted

| Grade | Title | Author | Publisher | Date of Publication |
|---|---|---|---|---|
| * | Aventuras Literarias | Javis, Lebredo, Mena | D. C. Heath | 1984 |
| 9-12 | El Hidalgo de la Mancha | * | Houghton Mufflin | 1973 |
| * | Don Juan Tenorio | Zorilla | Austral | * |
| * | Cancion de Cuna | Martinez-Sierra | Heath | * |
| 9-12 | Maria | Isaacs | Epaca | 1981 |
| * | Literatura Moderna Hispanica | Gonzalez | National Textbook | 1982 |
| 11-12 | Del Solar Hispanico | Del Rio | Holt, Rinehart & Winston | 1957 |
| 11-12 | El Alcalde de Zalamea | Calderón | D.C. Heath | * |
| 10-11 | Antologia de Cuentos Puertoriquenos | Laguerre | Editorial Dracon Mexico | 1973 |
| 10-11 | Pepita Jimenez | Valera | Continental Book Company | 1977 |
| 10-11 | La Casa de Bernarda Alba | Garcìa Lorca | Las Americas Publishing Co. | 1969 |
| 10-11 | Bodas de Sangre | Garcìa Lorca | Torres Publishing | * |
| 10-11 | Yerma | Garcìa Lorca | Torres Publishing | * |
| 10-11 | Omnibus of Modern Spanish Prose | Wilkins | Odyssey Press | 1966 |
| 11-12 | El Lazarillo | * | National Textbook | * |
| 11-12 | Cuatro Novelas Modernas de la America Hipanica | Alpern, Guzman | Clinton Books | 1965 |

* Information not submitted

Content Area Subjects

***Mathematics***

| Grade | Title | Author | Publisher | Date of Publication |
|---|---|---|---|---|
| 9-10 | RCT Mathematics | John Allasio<br>Anthony Nigro | Westsea Public Company, Inc. | 1986 |
| 9-12 | Integrated Mathematics Course I, II, & III | Dressler & Keenan | AMSCO Publication, Inc. | 1989 |

***Science***

| Grade | Title | Author | Publisher | Date of Publication |
|---|---|---|---|---|
| 9 | Physics Workshop 1, 2, 3 | S. Rosen | Global Book Company | 1988 |
| 10-12 | Biology & Human Progress | C. Tanzer | Prentice Hall | 1986 |

***Social Studies***

| Grade | Title | Author | Publisher | Date of Publication |
|---|---|---|---|---|
| 9 | Global Studies | Rosental | AMSCO, Inc. | 1988 |
| 10 | Exploring World History | Sol Holt<br>John O'Connor | Globe Book Company | 1983 |
| 11 | Exploring American History | Melvin Schwartz<br>John O'Conner | Globe Book Company | 1981 |
| 12 | Exploring American Citizenship | * | Globe Book Company | 1981 |

* Information not submitted

APPENDIX C

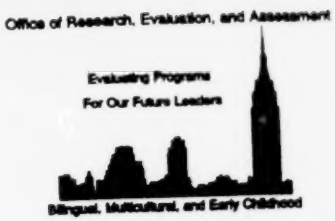
Schedule of Instruction

The day of a student in Project IDEAL was divided into class periods of 45 minutes. Each student's schedule was the same Monday to Friday.

| Period | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|---|---|---|---|---|
| 1. | ------ | ------- | ------- | ------- |
| 2. | ------ | ------- | Spanish | ------- |
| 3. | Science | Global History | U.S. History & Government | Mathematics |
| 4. | Physical Education | N.L.A. Spanish 4 | E.S.L. | History |
| 5. | N.L.A. Spanish | Lunch | Mathematics | Art |
| 6. | Lunch | E.S.L. Grammar | Art | Lunch |
| 7. | E.S.L. | E.S.L. | E.S.L. | E.S.L. |
| 8. | E.S.L. | E.S.L. Reading | Lunch | E.S.L. |
| 9. | History | Physical Education | Physical Education | Health Education |
| 10. | E.S.L. | Biology | Science | N.L.A. Spanish |
| 11. | Math Fundamentals | ------- | ------- | -------- |

APPENDIX D

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
NEW YORK PUBLIC SCHOOLS
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, N.Y. 11201
(718) 935-3790


Office of Research, Evaluation, and Assessment
Evaluating Programs
For Our Future Leaders
Bilingual, Multicultural, and Early Childhood

## Student Assessment
## Spring 1993

3 3
1 2

Program: **Project IDEAL**

Directions: Please write the numbers that show how you feel in the boxes on the right.

1. Project IDEAL helped me keep in closer contact with my Native culture.

Did not help me at all |__|__|__|__|__| Helped me a lot
1 2 3 4 5

☐ 3

2. By keeping in contact with my Native culture, I will learn more about myself.

Not true at all |__|__|__|__|__| Very true
1 2 3 4 5

☐ 4

3. Because of Project IDEAL, I am more interested in continuing my education next year.

I am **NOT** more interested |__|__|__|__|__| I am much more interested
1 2 3 4 5

☐ 5

4. Project IDEAL has helped me to do better in school.

Did not help me at all |__|__|__|__|__| Helped me a lot
1 2 3 4 5

☐ 6

5. Project IDEAL has helped me understand the need to prepare for my future at college or in a career.

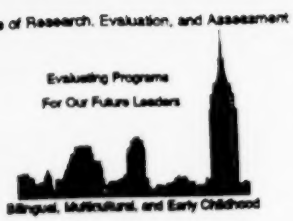
Did not help me at all |__|__|__|__|__| Helped me a lot
1 2 3 4 5

☐ 7

**Thank you for completing this form.**

APPENDIX D

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
NEW YORK PUBLIC SCHOOLS
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, N.Y. 11201
(718) 935-3790


Office of Research, Evaluation, and Assessment
Evaluating Programs
For Our Future Leaders
Bilingual, Multicultural, and Early Childhood

## Evaluación Estudiantil - Primavera 1993

3 3
1 2

Programa: **Proyecto IDEAL**

Instrucciones: Por favor escriba los números que mejor representan cómo usted se siente en los recuadros a la derecha.

1. El Proyecto IDEAL me ha ayudado a mantener contacto con la cultura latina.

   No me ha ayudado nada |__|__|__|__|__| Me ha ayudado mucho
   1 2 3 4 5

   ☐ 3

2. El mantenerme en contacto con la cultura latina me ayudará a aprender más acerca de mí mismo(a).

   No estoy de acuerdo |__|__|__|__|__| Estoy de acuerdo
   1 2 3 4 5

   ☐ 4

3. Yo estoy más interesado(a) en continuar mis estudios el año que viene, gracias al Proyecto IDEAL.

   No estoy más interesado(a) |__|__|__|__|__| Estoy mucho más interesado(a)
   1 2 3 4 5

   ☐ 5

4. El Proyecto IDEAL me ha ayudado a mejorar en la escuela.

   No me ha ayudado nada |__|__|__|__|__| Me ha ayudado mucho
   1 2 3 4 5

   ☐ 6

5. El Proyecto IDEAL me ha ayudado a entender la importancia de asistir a la universidad o a un instituto vocacional para poder tener una carrera y un mejor futuro.

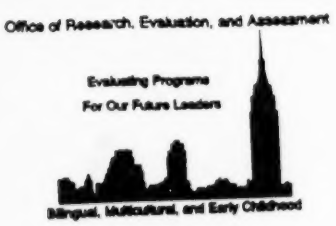
   No me ha ayudado nada |__|__|__|__|__| Me ha ayudado mucho
   1 2 3 4 5

   ☐ 7

**Muchas gracias por completar este cuestionario.**

APPENDIX D

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
NEW YORK PUBLIC SCHOOLS
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, N.Y. 11201
(718) 935-3790


Office of Research, Evaluation, and Assessment
Evaluating Programs
For Our Future Leaders
Bilingual, Multicultural, and Early Childhood

# Staff Awareness
## Spring 1993

3 3
1 2

Program: **Project IDEAL**

Directions: Please write the numbers that show how you feel in the boxes on the right.

1. Since participating in Project IDEAL, to what degree have you become **more aware** of students' needs?

☐ 3

Not more aware at all |__|__|__|__|__| Extensively interested
1 2 3 4 5

2. Since participating in Project IDEAL, to what degree have you become **more aware** of students' problems?

☐ 4

Not more aware at all |__|__|__|__|__| Extensively interested
1 2 3 4 5

3. List what you consider to be the three most significant needs/problems that students have.

_____

_____

_____

_____

**Thank you very much for your assistance.**